

Factors affecting Academic Achievement of English Language

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ARTICLE DETAILS

Article History

Published Online: 07 August 2018

Keywords

English language, academic achievement, factors affecting of English language etc.

ABSTRACT

English language has become highly competitive and commercial in many countries. It is on the basis of high academic performance that students get selected to good secondary schools, better courses of study, and eventually better jobs. Academic achievement of English language has become a yardstick of self-worth and success. There are the various factors discuss in this paper which affects he academic achievement of English language.

1. Introduction

English language in every human community is an indispensable instrument for human progress and empowerment. One of the major roles of English tutors is to develop in student's skills and knowledge that would make them function effectively in the society. Thus, students' academic performance is a major variable that interest both teachers and educational psychologists. The outcome of education determines the quality of life, progress and status of people living anywhere in the world (Adepoju, T.L 2002). Academic performance is a complex behaviour. Research has consistently shown that academic achievement of English language is not an outcome of any single factor; rather it is the result of the interplay of a large number of factors Anju, (2000). Many reasons have been advanced as the cause of high rates of failure, including bad study habits, low IQ, faulty teaching methods, erroneous examination systems, social and economic disparities etc. The outcome of the study is expected to be helpful in developing effective intervention strategies aimed at improving student's performance and also in suggesting suitable changes in the governmental policies of education.

2. Academic Achievement

Academic achievement is the core of the entire educational growth of English language. It is regarded as an important goal of education. Academic achievement of English language is the outcome of the instruction provided to the children in schools which is determined by the grades, or marks secured by the students in the examination. It generally indicates the learning outcomes of pupil which requires a series of planned and organized experiences. Academic achievement of English language is the prime and perennial responsibility of a school or any other educational institution established by the society to promote whole scholastic growth and development of a child. Academic achievement for any language plays a very significant role in the attainment of the harmonious development of the child. The prediction of academic achievement has assumed enormous importance to its practical view. In our society, academic achievement is considered as a key criterion to judge one's total potentialities and capacities. It is also important for obtaining a degree or getting a job. Therefore it is more pressing for the

individuals/students to have high academic achievement of English language. For a student, value of academic achievement is important not only for higher education in the field of English language on one hand and finding valuable job on the other, but also for bringing personal satisfaction and social recognition. Academic achievement or academic performance is the outcome of education — the extent to which a student, teacher or institution has achieved their educational goals. In 21st century the world is changing very rapidly. Everyone is surviving for superiority. Today a very high academic achievement towards the English language has become an important need to seek admission to good courses. This has become a fact for every student. Hence, in educational settings every student has to work hard for better prospects.

Today, good academic achievement of English language is becoming more and more pressing for the individual to have. Individual differences in abilities of achievements are reflected in the academic progress of the students even though all students are exposed to a similar educational facilities, environment, aspiration and even intelligence in the school environment. Each student may vary in respect of their academic achievements by showing different levels of competence. Such variations may be attributed to a host of factors innate as well as environmental. Further, an individual may also vary in achievement with passage of time. That is why we sometimes find students who do not maintain consistency in their academic achievement as they progress. Many a times we often find students who pass the examination, yet they fail to achieve as much as they can in terms of their abilities. This has drawn the attention of the researchers who have attempted to unravel the complex determinants of academic achievement in English language. They have indicated that students' academic achievement depends to a large extent on their adjustment. These adjustment patterns determine the quality and efficiency of academic striving. Thus, the study of academic achievement in English language of students has assumed a lot of significance in this modern educational system as the efficiency and deficiency of a student is chiefly determined by the quality of his academic achievement.

The role of academic achievement of English language in the educational system in particular and in the development of

the nations in general is assuming greater proportion. So, there are countless numbers of studies that have been undertaken which either focused exclusively on academic achievement or investigated academic achievement in relation to other cognitive, social and personal factors. Most of these studies have sought to determine factors that enhance academic achievement of English language. The implications of these relationships in English language education are apparent since achievement in skill, concepts, and content are the acknowledged goals of the educational process. Therefore, promotion of academic achievement is one of the important aims of an educational system. In this rapidly changing world, with the growing advancement in science and technology academic achievement has become so vital that every parent today sets high goals to educate the child in English language. Hence, the entire effort of English language education is towards improving the academic performance of the pupils. The problem of predicting high school success has probably received more public attention than any other single problem in English language education.

Achievement refers to the scholastic achievement of English language of the pupils at the end of an English language educational programme or the competence they actually show in the school subjects in which they have received instruction. Achievement of the English language is the accomplishment or acquired proficiency in the performance of an individual with respect to a given knowledge or skill. Thus, achievement is the glittering crown which reflects a sense of sincerity, candidness and perseverance on the part of the achievers. The term has been defined by different persons in various ways.

Asthana, M. (2003). defined achievement as a degree of proficiency or progress made by pupils in the mastery of school subjects. According to Chen (2001). achievements refers to the extent to which a learner gets profit from instructions in a given area of learning i.e. achievement of English language is reflected by the extent to which knowledge or skill has been acquired by a person from the training imparted to him. The achievement of English language score of a student indicates towards the future success of the individual. Analysing the definitions mentioned above, we can conclude that academic achievement of English language refers to the level of proficiency attained in academic work or as formally acquired knowledge in school subjects which is determined by the grades, or marks secured by the students in the examination. It reveals the level of educational accomplishment in various subjects taught in educational institution. It also reveals the quantity and quality of learning attained in a subject of study after a period of instruction. In view of this, the factors which play an important role in determining an individual's academic achievement of English language need to be studied.

As Chetiya Pranab, Dutta Jadab & Soni, J.C (2015) pointed out that, academic achievement of English language is a very complex variable, a resultant of diverse factors of different kinds intellectual and intellectual, acting and interacting in a variety of ways. Intelligence, personality factors and socio economic background are some of the factors which are considered to be having an influence on academic achievement of English language.

3. Factors affecting Academic Achievement

Devi, M.S. and Kiran, K. (2002) studied the factors affecting the academic performance of English language in Indian students and found that main factors are self-concept, achievement motivation, and Indian discrimination, culture conflict, and family instability; achievement motivation and culture conflict are the most important correlates of academic achievement among urban students. Gakhar, S.C. (2003) reported that medium of instruction and locality of residence influenced level of achievement. Gbonee, M.S. (2014) reported that "classroom factors followed by environmental and developmental factor play a major role in affecting the students' academic performance. The competency of teacher, students' inner urge, absence of physical distracters, like mindedness and colleagues' contact make students more competent to succeed in life. However, most of the above given factors have been considered and studied for research under the classification of subjective and objective factors. Subjective factors are related to the individual himself while influencing one's achievement as intelligence, learning ability, self-efficacy, learning style, study habits, creativity, level of aspiration, self-concept, locus of control etc. whereas objective factors are related to the environment of the individual as socio economic status, educational system, family environment, evaluation system, value system, teachers' efficiency, school situation and environment". Zaidi, I.H. and Mohsin, M.N. (2013) reported that main factors affecting academic achievement are affective factors viz. cognitive style, motivation, anxiety, study habits, level of aspiration, stress, value, perseverance, self-efficacy, emotional maturity, attitude, adjustment, interest, need and curiosity; cognitive factors viz. ability, intelligence, creativity, problem solving, reasoning ability and learning rate; school related factors viz. type of school, school climate, teacher's personality, homework, alienation, teachers' expectation and attitude, training strategies, teachers' experience, medium of instruction, teachers' behaviour and competency and class room environment; home related factors viz. family size, birth order, socio economic status of family, gender bias, parental involvement, parental support, deprivation, child rearing practices, working networking parents, parental aptitude and expectations.

Academic achievement is a multi-faceted and multi-dimensional phenomenon. There are too many factors which directly affect academic achievement.

1. Motivation
2. Intelligence
3. Personality
4. Home environment
5. School environment
6. Heredity
7. Learning experiences at school
8. Aptitudes
9. Interests
10. Family background and
11. Socio-economic status of the parents etc.

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